Mosaic Chapter 5

The Art of Discovery Questioning

Readers and Writers Workshop

* Teachers create a climate of respect using rituals, routines, and procedures. Teachers trust the students to grow to work independently and solve problems on their own.
* Teachers create a welcoming learning environment. (rugs, shelving, accessible materials, etc.)
* Plenty of work spaces ready for small groups, large groups, and whole group spaces.
* Create a culture of rigor, inquiry, and intimacy by continually expecting more, probing for ideas further, and pressing children to explore their intellect.
* Crate a culture of in depth knowledge and study.
* Provide equal access to materials and resources.
* Teachers demonstrate think aloud to reveal ways readers and writers think to show comprehension strategies.
* Students conference with teachers individually about their work in reading and writing. Teachers use the conference information to understand current performance levels and discuss ways to improve.
* Students have allotted time everyday to read and write using the skills taught and suggested through the conferencing.
* Students discuss authors, books and different pieces of writing daily.
* Students have time daily to share what they have learned and how it applies to their lives.

Crafting Sessions

* Time to study readers and writers craft in a thoughtful way.
* Time for students to observe the teacher model, think aloud, and demonstrate while sharing with others.
* Time for students to experiment with their ideas by sharing with their partners or with the whole group.
* Time for explicit teaching that focuses on a specific skill.

Ideas for successful crafting sessions

* Thinking aloud helps students emerge in the mind of a proficient reader/writer.
* Choose the literature wisely.
* Use clarity of the teaching intention or objective.
* Help students see connections beyond today.
* Limit the focus of the lesson to one teaching intention unless the objective of the lesson is to link previously learned material.
* Send students off with a specific task to apply what has been taught.

Invitational Groups

* A time during independent reading/writing where teachers meet with small groups based on needs.
* Time to read instructional level texts in order to reinforce deep and surface level strategies.
* Time for students to write short pieces and receive immediate feed back.
* Time for students to read/write silently and discuss problems as they encounter immediately.

Characteristics of effective invitational groups

* Short, focused, and active.
* Students are actively and enthusiastically involved because they have been effectively prepared.
* The students support each other in a positive manner.
* Teacher has the freedom to focus exclusively on the invitational group, having taught the rest of the class how to write independently for long periods of time.
* Students/teachers plan on sharing their work with others.
* Invitational groups are not static, they may meet for a couple of times then disband.
* Students ho have participated in an invitational group are often invited back to teach or demonstrate during a reflection session.

Reflection Session

* Time for readers/writers to share what they have learned with others in a way that makes their learning more applicable to other learning situations.
* Any size, whole class, small groups, pairs.
* The student facilitating the reflection session begins by describing his or her own learning.
* Students have been explicitly taught how to teach their peers. Students gradually take responsibility for planning the reflection sessions.
* Students running the reflection sessions emphasize ways in which other students can apply what they have learned in their own reading/writing.